Performance Assessment: Evidence-Gathering Template for Mentor Teachers

Teacher Candidate: Mentor Teacher:

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| **Indicator** | **Descriptors – Level 3** | **Evidence from Lesson** |
| Standards and Objectives | • Most learning objectives and state content standards are communicated.  • Sub-objectives are mostly aligned to the lesson’s major objective.  • Learning objectives are connected to what students have previously learned.  • Expectations for student performance are clear.  • State standards are displayed.  • There is evidence that most students demonstrate mastery of the objective. |  |
| Presenting Instructional Content | Presentation of content most of the time includes:  • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;  • examples, illustrations, analogies, and labels for new concepts and ideas;  • modeling by the teacher to demonstrate his or her performance expectations;  • concise communication;  • logical sequencing and segmenting;  • all essential information and;  • no irrelevant, confusing, or nonessential  information. |  |
| Academic Feedback | • Oral and written feedback is mostly academically focused, frequent, and mostly high quality.  • Feedback is sometimes given during guided practice and homework review.  • The teacher circulates during instructional activities to support engagement and monitor student work.  • Feedback from students is sometimes used to monitor and adjust instruction. |  |
| **Indicator** | **Descriptors – Level 3** | **Evidence from Lesson** |
| Activities and Materials | Activities and materials include most of the following:  • support the lesson objectives;  • are challenging;  • sustain students’ attention;  • elicit a variety of thinking;  • provide time for reflection;  • are relevant to students’ lives;  • provide opportunities for student-to-student interaction;  • induce student curiosity and suspense;  • provide students with choices;  • incorporate multimedia and technology;  • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). |  |
| Managing Student Behavior | • Students are mostly well-behaved and on task, some minor learning disruptions may occur.  • Teacher establishes rules for learning and behavior.  • The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior.  • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson.  • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. |  |
| Teacher Content Knowledge | • Teacher displays accurate content knowledge of all the subjects he or she teaches.  • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.  • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. |  |
| Teacher Knowledge of Students | • Teacher practices display understanding of some students’ anticipated learning difficulties.  • Teacher practices sometimes incorporate student interests and cultural heritage.  • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. |  |

**Reinforcements (strengths):**

**Refinements (to continue to develop):**